



We're  
Going on a  
Picnic

By  
Pat Hutchins



# Books and Movement – A Magical Mix

Ask Mr.  
Bear

By  
Marjorie Flack



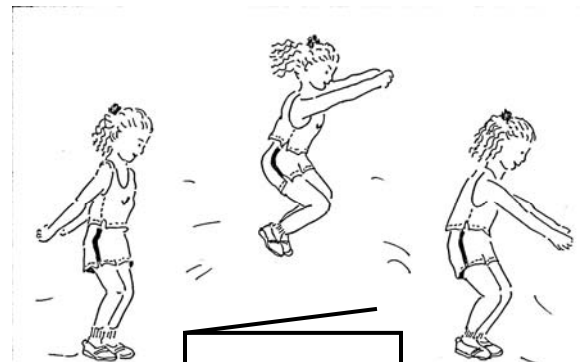
## B.A.M.M.M.!

June 2006

I Can Travel Through an Obstacle Course

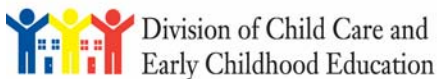
Silly Sally

By  
Audrey Wood



Jump, Frog,  
Jump!

By  
Robert Kalan



**B.A.M.M.M.!**  
**Books and Movement – A Magical Mix**

Learning Activity #1 <i>August 2005</i>	I Can Move My Body in Many Ways	Book: <i>From Head to Toe</i> By Eric Carle
Learning Activity #2 <i>September 2005</i>	I Can Dance	Book: <i>Giraffes Can't Dance</i> By Giles Andreae Illustrated by Guy Parker-Rees
Learning Activity #3 <i>October 2005</i>	I Can Walk	Book: <i>We're Going on a Picnic</i> By Pat Hutchins
Learning Activity #4 <i>November 2005</i>	I Can Run	Book: <i>The Gingerbread Man</i> Retold by Jim Aylesworth Illustrated by Barbara McClintock
Learning Activity #5 <i>December 2005</i>	I Can Crawl	Book: <i>Inch by Inch</i> By Leo Lionni
Learning Activity #6 <i>January 2006</i>	I Can Balance	Book: <i>Silly Sally</i> By Audrey Wood
Learning Activity #7 <i>February 2006</i>	I Can Dance Colors	Book: <i>Color Dance</i> By Ann Jonas
Learning Activity #8 <i>March 2006</i>	I Can Bounce	Book: <i>Bouncing Time</i> By Patricia Hubbell Illustrated by Melissa Sweet
Learning Activity #9 <i>April 2006</i>	I Can Play Sticks	Book: <i>Thump, Thump, Rat-a-Tat-Tat</i> By Gene Baer Illustrated by Lois Ehlert
Learning Activity #10 <i>May 2006</i>	I Can Jump!	Book: <i>Jump, Frog, Jump!</i> By Robert Kalan
Learning Activity #11 <i>June 2006</i>	I Can Travel Through an Obstacle Course	Book: <i>We're Going on a Bear Hunt</i> By Michael Rosen Illustrated by Helen Oxenbury
Learning Activity #12 <i>July 2006</i>	I Can Travel in Many Ways	Book: <i>Ask Mr. Bear</i> By Marjorie Flack

## Learning Activity #11 – I Can Travel Through an Obstacle Course

Book: *We're Going on a Bear Hunt* by Michael Rosen,  
Illustrated by Helen Oxenbury

<b>Benchmarks</b>	3.1 Shows enjoyment of books and stories and discussion of them 4.9 Freely participates in gross motor activities 4.11 Runs, jumps, hops and skips 4.12 Shows balance and coordination
<b>Locomotor Skills</b>	<ul style="list-style-type: none"> <li>➤ walking</li> <li>➤ crawling</li> </ul>
<b>Stability Skills</b>	<ul style="list-style-type: none"> <li>➤ balancing</li> <li>➤ jumping and landing</li> </ul>
<b>You will need:</b>	<ul style="list-style-type: none"> <li>✓ Book: <i>We're Going on a Bear Hunt</i> by Michael Rosen, illustrated by Helen Oxenbury</li> <li>✓ Obstacle course that includes some of the following: balance beam or taped line on floor, rope to jump over, table to crawl under, chair to walk around, box to move through on stomach, hula hoop or circle of yarn to hop into and out of, cones or two liter bottles weighted with sand or rocks for children to zigzag through</li> </ul>
<b>Introduce the Activity</b>	<ul style="list-style-type: none"> <li>• Introduce "Teddy Bear, Teddy Bear"</li> <li>• Teacher and children stand and follow the words.   <i>Teddy bear, teddy bear, turn around.</i>  <i>Teddy bear, teddy bear, touch the ground.</i>  <i>Teddy bear, teddy bear, touch your shoe.</i>  <i>Teddy bear, teddy bear, that will do.</i>  <i>Teddy bear, teddy bear, turn around.</i>  <i>Teddy bear, teddy bear, sit right down.</i> </li> </ul>
<b>Present the Story</b>	<ul style="list-style-type: none"> <li>• Prepare to read the story, <i>We're Going on a Bear Hunt</i>.</li> <li>• Show the cover, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures.)</li> <li>• Ask children to look at cover and predict what the story is about.</li> <li>• Read book with children sitting so all can see the pictures.</li> <li>• Follow up with questions such as: "<i>Were your predictions about the story correct?</i>" "<i>What were some of the obstacles they had to go through on their bear hunt?</i>" If necessary, help children understand that an obstacle is something that gets in the way of where you want to go.</li> </ul>

<b>Extend the Story</b>	<ul style="list-style-type: none"> <li>Explain to children that you have created an obstacle course that they will have to travel through to get back to their home (carpet square or personal space marker).</li> <li>Children travel through the obstacle course and return home.</li> </ul>
<b>Conclude the Session</b>	<ul style="list-style-type: none"> <li>Lead the children in "The Bear Went Over the Mountain"</li> </ul> <p><i>The bear went over the mountain,</i> (walk in place, then fingertips together) <i>The bear went over the mountain,</i> <i>The bear went over the mountain</i> <i>To see what he could see!</i> (hand over eyes)</p> <p><i>To see what he could see,</i> <i>To see what he could see.</i></p> <p><i>The other side of the mountain</i> (walk in place, then fingertips together) <i>The other side of the mountain,</i> <i>The other side of the mountain</i> <i>Was all that he could see!</i> (hands out, palms up)</p>
<b>Try these additional activities</b>	<p style="text-align: center;"><b>Outdoor Obstacle Course</b></p> <ul style="list-style-type: none"> <li>Create an outdoor obstacle course for children to travel through: walk around the climbing structure, crawl through a box or large snap together cube, walk on a balance beam, zigzag around cones or two-liter bottles weighted with sand or rocks.</li> <li>Create an obstacle course for children to steer tricycles through. Use cones or two-liter bottles weighted with sand or rocks to create the course.</li> </ul> <p style="text-align: center;"><b>Reread <i>We're Going on a Bear Hunt</i></b></p> <ul style="list-style-type: none"> <li>Reread the book, <i>We're Going on a Bear Hunt</i>. Show the cover and ask children how they think the people on the cover are feeling as they start out on their bear hunt.</li> <li>Follow up with questions such as "<i>How did they feel when they saw the bear?</i>" "<i>How did they feel when they got into bed under the covers?</i>" "<i>Why do you think they said 'We're never going on a bear hunt again?'</i>"</li> </ul>

	<p><b>We're Going on a Bear Hunt (Action Story)</b></p> <p><i>Let's go on a bear hunt. (Tap hands on thighs like walking)</i>  <i>All right, let's go.</i></p> <p><i>Oh-oh, there's long, wavy grass.</i>  <i>Can't go over it,</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Swishy swashy!</i>  (Rub hands together like swishing through grass)  <i>Swishy swashy! Swishy swashy!</i>  <i>Oh-oh, there's a deep, cold river.</i>  <i>Can't go over it,</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Splash, splosh, splash splosh, splash splosh!</i>  (Pretend to swim)</p> <p><i>Oh – oh, there's thick, oozy mud.</i>  <i>Can't go over it.</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Squelch, squerch!</i>  (Move hands up and down as though walking through mud)  <i>Squelch, squerch! Squelch, squerch!</i></p> <p><i>Oh –oh, there's a big, dark forest.</i>  <i>Can't go over it.</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Stumble trip! Stumble trip! Stumble trip!</i></p> <p><i>Oh, oh, there's a swirling, whirling snowstorm.</i>  <i>Can't go over it.</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Hooo wooo! (Pretend to shiver)</i>  <i>Hooo wooo!</i>  <i>Hooo wooo!</i></p> <p><i>Oh, oh, there's a narrow, gloomy cave.</i>  <i>Can't go over it.</i>  <i>Can't go under it.</i>  <i>Let's go through it.</i>  <i>Tip toe! Tip toe! Tip toe! (Tip toe fingers)</i></p> <p><i>Oh, oh, I feel a shiny wet nose!</i>  <i>I feel two furry ears!</i>  <i>I see two big, big eyes.</i>  <i>It's a bear!</i>  (Trace steps)  <i>Whew! We made it.</i>  <i>Under the covers, safe in bed!</i></p>
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### **Make a Class Book**

- Involve children in writing a class book about things that scare them. Allow one page per child. A possible title might be "Things That Scare Me"
- Help each child develop his/her individual page. Ask children to say one thing they are scared of and record their comments. An example is,

Erin said, "I got scared when I couldn't find my money. We were at the store."

- Invite children to draw a picture on their special page of the thing that scares them. They may want to write their name on their page.
- Use rings or staple pages together to make a book.

### **Make Another Class Book**

- Make a "Bear Hunt" class book.
- Involve children in writing a class book about going on a bear hunt. A possible title might be "If We Went On a Bear Hunt".
- Help each child develop his/her individual page. Ask children to say one thing they might see if they go on a bear hunt and record their comments. An example is: "Trey said, "I would see a skunk."
- Encourage children to say something other than what is in the book or that another child says.
- Invite children to draw a picture on their special page of the thing that they might see. They may want to write their name on their page.
- Use rings or staple pages together to make a book.

	<p style="text-align: center;"><b>Make Clean Mud</b></p> <p>1 bar soap (Dove recommended) 1 roll toilet paper Warm water</p> <p>Tear up toilet paper into small pieces and place in bowl Grate soap into bowl Mix using hands Fill pitcher with warm water and gradually add small amounts of water to bowl, remixing after each addition of water Mud is ready when it feels like whipped cream</p> <p style="text-align: center;"><b>Make Gak Mud</b></p> <p>1 cup liquid starch 1 cup white glue Brown food coloring (red + yellow + blue = brown)</p> <p>Pour glue and food coloring into bowl Mix thoroughly Add starch slowly, and mix in Knead</p> <p>Gak can be reused. Store it in an airtight container.</p> <p style="text-align: center;"><b>Make Slimy Mud</b></p> <p>1 cup liquid starch 2 cups white glue Brown food coloring (red + yellow + blue = brown) Pour glue and food coloring into bowl Mix thoroughly Add starch slowly, and mix</p> <p>Slime can be reused. Store it in an airtight container.</p>
<p style="text-align: center;"><b>Additional Books</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Ask Mr. Bear</i> by Majorie Flack</li> <li><input type="checkbox"/> <i>Corduroy</i> by Don Freeman</li> <li><input type="checkbox"/> <i>Blueberries for Sal</i> by Robert McCloskey</li> <li><input type="checkbox"/> <i>The Biggest Bear</i> by Lynd Ward</li> <li><input type="checkbox"/> <i>Brown Bear, Brown What Do You See?</i> by Bill Martin, Jr., illustrated by Eric Carle</li> <li><input type="checkbox"/> <i>The Three Bears</i> by Paul Galdone</li> <li><input type="checkbox"/> <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Don and Audrey Wood</li> <li><input type="checkbox"/> <i>In the Tall, Tall Grass</i> by Denise Fleming</li> </ul>

<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>✓ Refer to A Story a Month: <ul style="list-style-type: none"> <li>▪ April 2002, <i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i>  <a href="http://www.arkansas.gov/childcare/strawberry">http://www.arkansas.gov/childcare/strawberry</a></li> <li>▪ September 2001 <i>Corduroy</i>  <a href="http://www.arkansas.gov/childcare/corduroy.html">http://www.arkansas.gov/childcare/corduroy.html</a></li> <li>▪ August 2002, <i>The Three Bears</i>  <a href="http://www.arkansas.gov/childcare/threebears.html">http://www.arkansas.gov/childcare/threebears.html</a></li> <li>▪ May 2002, <i>Ask Mr. Bear</i> (May 2002)  <a href="http://www.arkansas.gov/childcare/askmrbear.html">http://www.arkansas.gov/childcare/askmrbear.html</a></li> </ul> </li> <li>✓ <i>The Cooking Book</i> by Laura J. Colker (2005), published by National Association for the Education of Young Children, contains a number of art recipes.</li> </ul>
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**Teacher Notes:**

- Children need to hear the same story read to them several times.
- Children also need frequent opportunities to repeat and practice movement activities.
- Plan to reread the book, *We're Going on a Bear Hunt* by Michael Rosen and include a variety of movement activities.
- It is important that stories and activities be repeated with children at different times throughout the year.